

Clark College

Board of Trustees Work Session Packet

Wednesday, February 22, at 3:30 pm

[Zoom Meeting Link](#)

Meeting ID: 815 3905 1165

Passcode: 734503

Dial in: 1 (253) 215 8782

Physical Location:

Gaiser Hall, Room 213

Board of Trustee Work Session Packet, February 22, at 3:30 PM

- I. Call to Order/Agenda Review – Chair Speer

- II. Clark College College 101 Overview (40 minutes)
Presented by Kristin Sherwood, Interim Associate Dean of BEECH, and Deena Godwin,
Communications Studies Faculty

- III. Public Comment – Chair Speer
Public comment will be limited to two minutes each.



COLL 101 @ Clark College

Submitted by: Kristin Sherwood & Deena Godwin

Data assistance from Clark College AIR office


Winter 2023

What is COLL 101?

- Introduction to Clark College for new students, focusing on making a successful transition to college life.
- Topics include goal setting, personal management skills, developing an academic plan, developing cultural competence and communication skills, financial literacy, and an introduction to student resources at the college.
- 2 credits; offered both online and face-to-face
- This course has no prerequisites and is required for students pursuing a General AA Transfer degree. It counts toward general elective or Human Relations credit for students pursuing a Professional/Technical degree.

Course Outcomes

- Upon successful completion of this course students will be able to:
 - Describe campus resources, including Career Services and Clark College Libraries, and their relationship to student success
 - Utilize Clark College technology
 - Identify and utilize academic planning tools in order to develop sound educational plans
 - Define and discuss introductory concepts of power, privilege and inequity
 - Identify and demonstrate individual attributes that contribute to academic success
 - Apply introductory understanding of financial wellness to personal budgeting and college funding options

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- Week 1 – Getting Started; Canvas and Technology
 - Week 2 – Academic Success
 - Week 3 – SmarterMeasure
 - Week 4 – Career Planning
 - Week 5 – Academic Planning
 - Week 6 – Financial Literacy, Aid & Scholarships
 - Week 7 – Library and Plagiarism
 - Week 8 – Student Responsibilities, Bystander Intervention, and Consent
 - Week 9 – Power, Privilege and Inequity
 - Week 10 – Wrap-up – Final cumulative assignment

General Facts and Timeline re: COLL 101

- First COLL 101 class offered – Fall 2012
- Taught by faculty and staff across campus, including the President in Fall 2016
- COLL 101 class required for AA – beginning Summer 2016
- Tenure-track line for COLL acquired – 2018
- Specific initiatives throughout the years
 - Examples: Bridge to Math, Larch, for athletes 2 weeks before Fall start

Fall 2022 Institutional Research Request

- Research Assumption
 - First-time-to-college students who enroll in COLL 101 in their first term will be retained and will persist at higher rates than first-time to college students who do not enroll in a COLL 101 course in their first term.
 - Five first-time-to-college student cohorts who enrolled in a fall term as their first term in college.
 - Comparisons were made to capture differences among the various ethnic groups of students, first generation to college students, and Running Start students.

Operational Definitions

Term persistence describes a student who is enrolled in a fall term and completes all course with a grade notation of D or better, then subsequently enrolling in any course and any number of units in the subsequent winter term.

Annual persistence describes a student enrolled in a fall term and completing with a grade notation of D or better, and subsequently enrolling in any course and any number of units in the subsequent winter, spring and fall terms.

Results - Overall Persistence

- **Term Persistence:** First-time-to-college students who enrolled in and completed COLL 101 in their first term persisted from fall term to the subsequent winter term at a rate of **94% compared to 60%** of first-time-to-college students who did not enroll in COLL 101 in their first term.
- **Annual Persistence:** First-time-to-college students who enrolled in and completed COLL 101 in their first term persisted from fall term to the subsequent three terms (winter, spring and fall) at a rate of **74% compared to 34%** first-time-to-college students who did not enroll in COLL 101 in their first term.

Persistence by First Generation

- **Term Persistence:** First-time-to-college First Generation students who enrolled in and completed COLL 101 in their first term persisted from fall term to the subsequent winter term at a rate of **93% compared to 67%** first-time-to-college First Generation students who did not enroll in COLL 101 in their first term.
- **Annual Persistence:** First-time-to-college First Generation students who enrolled in and completed COLL 101 in their first term persisted from fall term to the subsequent three terms (winter, spring and fall) at a rate of **70% compared to 41%** first-time-to-college First Generation students who did not enroll in COLL 101 in their first term.

Persistence by Running Start

- **Term Persistence:** First-time-to-college Running Start students who enrolled in and completed COLL 101 in their first term persisted from fall term to the subsequent winter term at a rate of **98% compared to 89%** first-time-to-college Running Start students who did not enroll in COLL 101 in their first term.
- **Annual Persistence:** First-time-to-college Running Start students who enrolled in and completed COLL 101 in their first term persisted from fall term to the subsequent three terms (winter, spring and fall) at a rate of **83% compared to 64%** first-time-to-college Running Start students who did not enroll in COLL 101 in their first term.

Term Persistence by Ethnicity

Ethnicity	Enrolled in Coll 101 First Term	Not Enrolled in Coll 101 First Term	% Point Diff
Asian	96%	79%	17
African American	94%	55%	39
Latinx	87%	63%	24
Multiracial	94%	73%	21
White	94%	76%	18

Annual Persistence by Ethnicity

Ethnicity	Enrolled in Coll 101 First Term	Not Enrolled in Coll 101 First Term	% Point Diff
Asian	78%	54%	24
African American	70%	25%	45
Latinx	62%	31%	31
Multiracial	69%	40%	29
White	76%	48%	28

Conclusions

- College 101 has a positive impact on student persistence (both term and annual) when students take the course in their first term.
- African American and Latinx first-time-to-college students who do not enroll in College 101 in their first term have the lowest term and annual persistence rates.
- The greatest decrease in persistence is between the spring term and the subsequent fall term for both first-time-to-college students who enroll in College 101 in their first term and those who do not.

But what about the outcomes?


- 2022-2023 Academic Year Outcomes Assessment Project
 - Each quarter (Fall 2022, Winter 2023, Spring 2023), students are given a link to the survey, and it's due within the first week of classes. Students take and submit a screenshot of the message they receive when its completed (directions on how to submit to the instructor) for credit.
 - Students are given this same link during the last week of the quarter to complete it a second time. Again, they take and submit a screenshot as evidence of completion.
 - Students are to use their Student ID numbers, not names, SSN# or emails.
- Fall 2022 - 654 students took both surveys and had a CtcLink ID that was matchable in the system.

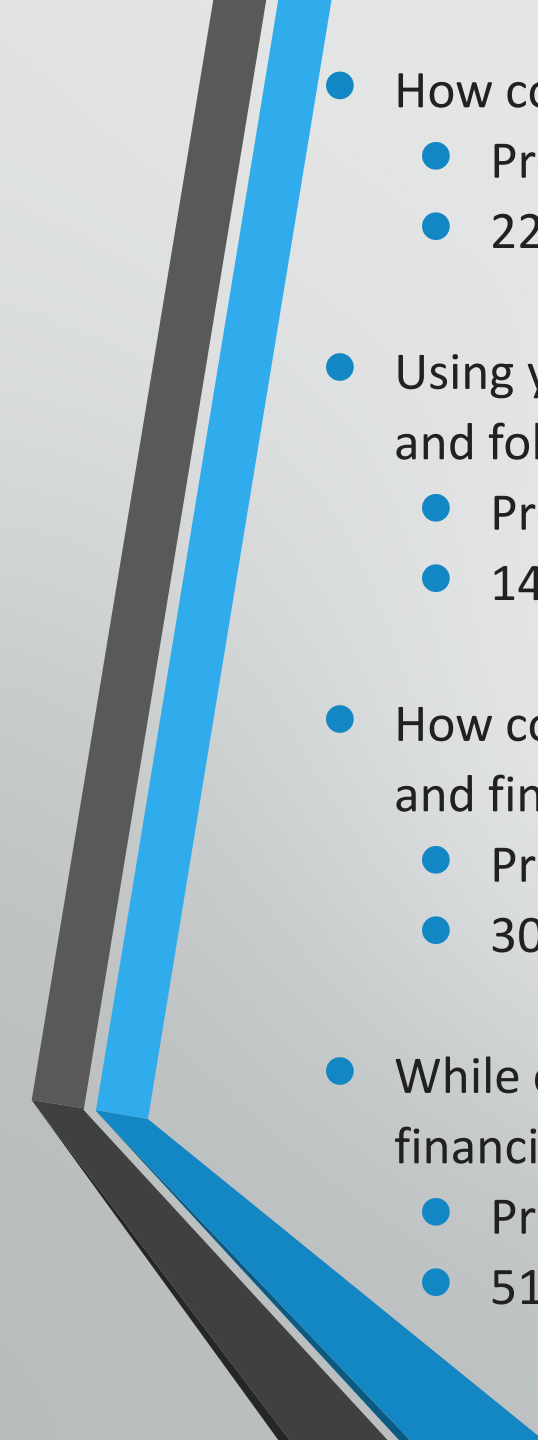


Pre- & Post- Survey Results

- The survey questions (13) aligned directly with the course outcomes.
- Based on preliminary results from the Fall cohort, we are meeting them!

- How confident are you in your ability to access the Clark College library and it's resources?
 - Pre – 25% v Post – 66%
 - 41% more students were completely confident at time of post-survey
- While enrolled at Clark have you accessed the Clark College Library?
 - Pre – 43% v Post – 84%
 - 41% more students had accessed the library at time of post-survey
- How confident are you in your ability to avoid plagiarism in your work?
 - Pre – 69% v Post – 75%
 - 6% more students were completely confident at the time of post-survey
- How confident are you in your ability to utilize Clark College technology, including ctclink and Canvas?
 - Pre – 58% v Post – 81%
 - 24% more students were completely confident at time of post-survey
- Do you know how to access IT if you have issues?
 - Pre – 69% v Post – 88%
 - 18% more students knew how to access IT at the time of post-survey

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- How confident are you in utilizing the Career Planning resources at Clark College?
 - Pre – 16% v Post – 50%
 - 34% more students were completely confident at the time of post-survey
 - While enrolled at Clark have you spoken with a Career Advisor?
 - Pre – 32% v Post – 51%
 - 19% more students had spoken to a Career Advisor at the time of post-survey
 - How confident are you in utilizing the Academic Advising resources at Clark College?
 - Pre – 26% v Post – 61%
 - 35% more students were completely confident at the time of post-survey
 - While enrolled at Clark have you spoken with an Academic advisor?
 - Pre – 46% v Post – 71%
 - 25% more students had spoken to an Academic Advisor at the time of post-survey

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- How confident are you in your ability to locate the various financial resources at Clark College?
 - Pre – 23% v Post – 45%
 - 22% more students were completely confident at the time of post-survey
 - Using your understanding of financial wellness, how confident do you feel in your ability to create and follow a personal budget?
 - Pre – 36% v Post – 50%
 - 14% more students were completely confident at the time of post-survey
 - How confident are you in your understanding of the MyPlan personal guide for career, academic and financial planning?
 - Pre – 16% v Post – 45%
 - 30% more students were completely confident at the time of post-survey
 - While enrolled at Clark have you engaged with the MyPlan personal guide for career, academic and financial planning?
 - Pre – 20% v Post – 71%
 - 51% more students were completely confident at the time of post-survey